DOCUMENT RESUME

ED 096 582 CG 009 245

AUTHOR	Hardaway, Yvonne V.; LaPointe, Karen
TITLE	Facilitating Assertive Training Groups. A Manual.
INSTITUTION	Southern Illinois Univ., Carbondale. Counseling and Testing Center.
PUB DATE	74
NOTE	51p.
EDRS PRICE	MF-$0.75 HC-$3.15 PLUS POSTAGE
DESCRIPTORS	*Behavior Change; *Group Experience; Human Development; *Manuals; Nonprofessional Personnel; *Overt Response; Training Laboratories; *Training Techniques
IDENTIFIERS	*Assertive Training

ABSTRACT

This manual describes an assertive training group model which is an integration of current theories on assertiveness, facilitator experience and client feedback. Assertive training is defined as the facilitation of a set of skills designed to improve an individual's appropriate expression of his feelings, maintenance of personal rights and meeting of personal needs. The model described in this manual calls for eight two-hour weekly sessions. This format is viewed as optimal in that it allows group members opportunities to try out new behaviors in social situations between group meetings, and then to receive evaluative feedback in the safer group setting. The authors contend that the assertive training group, as a structured course, may be facilitated by a minimally-trained person. Consequently the manual contains detailed instructions for the facilitator. Screening of participants is viewed as one of the most important variables in conducting an effective assertive training group because the group model provides a very structured and specific treatment. Participants with confounding psychological problems are viewed as inappropriate. Step-by-step course outlines are presented, as well as session notes for facilitators. (Author/PC)

Facilitating Assertive Training Groups

BEST COPY AVAILABLE

A MANUAL

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Counseling Center
Southern Illinois University at Carbondale

SIU

ED 096582
CG 009 245

ED 096582

FACILITATING ASSERTIVE TRAINING GROUPS

A MANUAL

Yvonne V. Hardaway
and
Karen LaPointe

1974
Counseling Center
Southern Illinois University at Carbondale

Acknowledgements

We would like to express our deep appreciation to Dr. Bill Miller, Southern Illinois University Counseling Center director, for his very welcome and very needed emotional and financial support of this project.

Also, the Counseling Center staff and interns were invaluable in assessing our instrument and participating in the filming of the videotapes.

We would like to add a note of thanks to Karen Anderson for her help in typing this manual.

TABLE OF CONTENTS

INTRODUCTION- -1
Rationale- - - - - - - - - - - - - - - - - - 2
Facilitator Preparation- - - - - - - - - - 2
Screening- - - - - - - - - - - - - - - - - - 3
Equipment- - - - - - - - - - - - - - - - - - 5
Use of Manual- - - - - - - - - - - - - - - - 6

DESCRIPTION OF GROUP PROCESS- - - - - - - - - - - - - - - -7

SESSION ONE- 9

SESSION TWO- -12

SESSION THREE- -16

SESSION FOUR- 18

SESSION FIVE- 20

SESSION SIX- -23

SESSION SEVEN- -25

SESSION EIGHT- -27

APPENDIX A -- Assertion Inventory- - - - - - - - - - - - - - i
Development- - - - - - - - - - - - - - - - - i
Directions for Administering- - - - - - - -v
Scoring- - - - - - - - - - - - - - - - - - - v
Interpretation- - - - - - - - - - - - - - -x
Assertion Inventory Form A- - - - - - - - xi
Assertion Inventory Form B- - - - - - - - xx

APPENDIX B -- Examples of Contracts- - - - - - - - - -xxix
Major Contracts- - - - - - - - - - - - -xxix
Weekly Contracts- - - - - - - - - - - - -xxx

APPENDIX C -- Videotaped Stimulus Films- - - - - - - -xxxi
Development- - - - - - - - - - - - - - -xxxi
Content- - - - - - - - - - - - - - - - xxxiv
Format- - - - - - - - - - - - - - - - -xxxvi
Hierarchy- - - - - - - - - - - - - - -xxxvii
Stimulus Film Situations- - - - - - -xxxix
Scripts of Film Situations- - - - - - - xl

Introduction

This manual is a description of the assertive training group model used at the Southern Illinois University Counseling Center for the past year. The model is an integration of current theories on assertiveness, facilitator experience and client feedback. As a result of such a combination, it is difficult to separate individual credits. However, the following works have provided us with our framework and should prove helpful for providing more theoretical and empirical information on assertive training.

1. Jacubowski-Spector, P. Facilitating the growth of women through assertive training. Counseling Psychologist, 4, 1, 1973, 75-86.
2. Jacubowski-Spector, P., Pohlman, J., and Coburn, K. Assertive training for women: a stimulus film. Washington, D. C.: American Personnel and Guidance Association, 1973.
3. Lawrence, P. The assessment and modification of assertive behavior. Unpublished dissertation. Arizona State University, 1970.
4. Naffziger-Brown, N. Women in small groups: an examination of the effects of integrative, expressive and instrumental group experiences. Dissertation Prospectus, Southern Illinois University at Carbondale.

5. Rimm, D. and Masters, J. Behavior Therapy Techniques and Empirical Findings. Academic Press: New York and London, 1974.

Rationale

Assertive training is the facilitation of a set of skills improving an individual's appropriate expression of their feelings, maintainance of personal rights and meeting of personal needs. Behaviorally, the person learns to initiate and maintain conversations, accept and refuse invitations, deny unreasonable requests, accept and receive compliments, express opinions, conduct arguments and ask for favors. Skill in these areas reduces anxiety and increases feelings of potency and personal worth.

The model described in this manual calls for eight two-hour sessions meeting weekly. This format is optimal in that it allows group members opportunities to try out new behaviors in social situations between group meetings and then to receive evaluative feedback in the safer group setting. Participants may role-play situations in anticipation of their current needs and acquire skills for future needs.

Facilitator Preparation

It is our contention that the assertive training group as a structured course may be facilitated by a minimally trained person. Consequently the manual is written with detailed instructions for the facilitator. It is suggested

that facilitators have some understanding of group dynamics and prior group experience. Experience as an assertive training group participant may be especially helpful.

Also, some agencies may find assertive training groups very compatible with training designs. The model is very well suited for facilitation with one experienced facilitator and one inexperienced facilitator.

Screening

Proper screening is one of the most important variables in conducting an effective assertion group because this type of group model provides a very structured and specific treatment. Participants with confounding psychological problems are usually inappropriate. Ordinarily, therapist-referred clients are most appropriate. The following problem areas are usually incompatible with assertive training:

1. Psychosis
2. Severe inaccuracies in self-perception
3. Chronic depression
4. Current drug or alcohol addiction
5. Conflicts with authority figures likely to result in group disruption
6. Suicide potential
7. Attitudes and feelings prohibiting social interaction
8. Chronic group addiction
9. Commitments interfering with continuous group attendance

These issues are more appropriately dealt with in individual therapy. Even though individuals having the above problems may be non-assertive, it is unlikely they will make significant gains in an assertive training group. It is probably more helpful to work through the larger issues first and refer them to an assertive training group later.

The appropriate referral is one whose primary difficulty is non-assertion. Individual or group therapy is not incompatible with assertive training. However, it is important that the therapy issues are sufficiently advanced that they are not disruptive to the assertive training process. Assertive training often helps to increase self-concept in that individuals feel less anxious in social situations and reinforce themselves with more appropriate behaviors.

For therapist-referred group members, a short consultation with the therapist is usually sufficient to establish appropriateness. For self-referred persons, a screening interview is recommended. This interview should be structured for the student as a screening interview to assess appropriateness. Open-ended questions are usually helpful. Some examples are:

1. Would you describe the social situations you find most difficult?
2. What are your feelings in the situations?
3. What would you think is an appropriate way to deal with these situations?
4. Are there any other areas in which you would like help?

The facilitator should acquire information sufficient to establish non-assertion as the primary difficulty and that none of the inappropriate problem areas are present. It is important to establish availability for all group meetings. Also, students usually feel more comfortable with a short description of the group and its function.

Equipment

Room: The group room should be one comfortably accommodating seven to nine people (two facilitators and five to seven group members). Too large a room, however, usually adversely affects the quality of group feedback.

Video Equipment: Group sessions require a video playback system only. However, preparation may require video film equipment. The scripts for films used at SIU are included in Appendix C. Facilitators may purchase copies of those films or tape their own. Our films are most suited for college students. Agencies serving different populations may find it more helpful to rewrite scripts and to tape new scenes.

Assertion Inventory: The Assertion Inventory (see Appendix 1), which is used for pre- and post-measures of assertion, is not copyrighted and may be reproduced in any way. Results may be machine scored or hand scored. A scoring key is included in Appendix A.

Use of the Manual

Assertive training, in this manual, is treated as a structured course. The exercise and film hierarchies have been developed through research and experience. Consequently, we suggest that sessions be presented in sequence for best results.

Notes for facilitators have been integrated into the text for easier facilitation. Instructions for each session should be reviewed before the session. This allows for smoother group conduction, gathering of contracts, tapes and other materials. Also, some sessions may require facilitators role-playing exercises beforehand. The asserting anger exercise is especially conducive to facilitator practice before modeling for the group.

Description of Group Process

The assertion group format described in this manual has worked very well with two facilitators and from five to seven group members. As it is important that each member participate during each session, this size facilitates maximum attention in a two-hour weekly group.

The assertion group described in this manual has three main components:

1. Contracts. Two types of contracts, major and weekly contracts, are used in the group. The major contract is written in the first session. This contract includes individual goals for the entire course. Weekly contracts are verbally made each week and are essentially homework assignments to assist group members in meeting the conditions of their major contracts. (See Appendix B) Role playing is used to assist group members in carrying out the contracts.
2. Exercises. There are weekly exercises involving all participants which are aimed at facilitating assertion. The exercises are designed so that individuals may be asked to repeat it when facilitators feel more work is needed.
3. Video-tapes. Group members also respond to stimulus video-tapes of situations requiring assertive-

ness. The tapes are ordered in a two-dimensional hierarchy: situational difficulty and type of response required. The situational difficulty refers to the level of anxiety experienced in the situation. The type of response required refers to the level and outcome of the response, e.g. simple assertion with negative outcome, escalation with positive outcome, etc. Two tapes of comparable positions on the hierarchy are presented per session. A model assertive response is included on all of the tapes. Further description of the tapes and the script of the scenes appears in Appendix C.

Individual progress is assessed via pre- and post-testing with alternate forms of the Assertion Inventory (See Appendix A). The following section contains a detailed description of each session.

SESSION ONE

1. Pretesting: The group begins with an assessment of participants' assertion level using the Assertion Inventory Form A. Most students complete the inventory in about 20 minutes. The pretesting gives the facilitators an indication of the participants' initial levels on the assertion/non-assertion continuum. The instrument is designed to give an index placing the student somewhere between aggression (160) and passivity (40). The perfect assertion score is (120).

2. Exercises: Greetings and Introductions: This section typically involves the last 20 minutes of the session. The facilitators should note which students have already introduced themselves and/or greeted other group members.

The exercise involves each group member greeting all other group members and making an informal self-introduction to the group as a whole. This exercise establishes the group as a social skills group and gives some information concerning the areas appropriate for group work.

3. Contract Writing: After completing the inventory participants are asked to write individual contracts outlining their intended progress. Essentially the outcome is a behavioral description of the group member as an assertive person. Some examples of assertion contracts can be found in Appendix B. When all participants have finished writing

contracts, there is time provided for sharing contracts. The contract writing gives group members visible goals and also establishes criteria for assessing progress.

When major contracts have been shared, each individual verbally enters into his weekly contract. These are initial behaviors toward completion of major contracts. Facilitators should be sure the weekly contracts are realistic and helpful.

Major contracts are collected by the facilitators at the end of the session.

4. Presentation of Definitions: The facilitators then use the following definitions to describe assertion and non-assertion (passivity and aggression). The definitions emphasize personal rights. It is very important that the definitions are kept concise and simple.

> Assertion: Maintaining one's personal rights with consideration for the rights and feelings of the other person(s) involved. The assertive behaviors and responses are, as a rule, the minimally effective forces needed to get one's needs met.
>
> Passivity: Giving up one's rights and needs for someone else's or for fear of offending other person(s).
>
> Aggression: Getting one's needs met at the expense of another person's rights.

5. Explanation of Personal Rights: Sometimes students are non-assertive as a result of being unaware of their rights in situations. The material in this manual emphasizes the following basic personal rights:

-- control over one's time
-- control over one's possessions
-- control over one's body
-- right to intervene when treated unfairly or when rights are transgressed

Facilitators give examples of each personal right. Some examples which we have found to be helpful are:

-- control over one's time
   1. refusing a date
   2. changing conversation topic

-- control over one's possessions
   1. refusing to lend possessions
   2. not playing old records on your new stereo

-- control over one's body
   1. requiring adequate information about medication
   2. refusing to ride with an unsafe driver

-- right to intervene when treated unfairly or when rights are transgressed
   1. responding to insults
   2. refusing to pay for unnecessary car repairs

The DEFINITIONS and the explanations of PERSONAL RIGHTS give consistent descriptions of appropriate behaviors and responses. Primarily they ensure the use of a common language.

6. Presentation of Group Format: The group members are made aware of the three main parts of each session: contract review and role playing, assertion exercises, and responses to video tapes. This is also an appropriate time to discuss time commitments and progress expectancies in the group. Also, some students may need to make changes in their contracts to include attendance and participation in group sessions.

SESSION TWO

1. Exercise: Changing conversation topic and Positive self-statement. The first exercise, Changing Conversation Topic, concerns the right to control one's time. The situation often arises that individuals are involved in conversations which are boring or inappropriate (e.g. the converser is being "nosy", engaging in gossip, insulting the listener, etc.). However, often the listener desires to interact with the person. Then, it becomes appropriate to change the topic of conversation. The exercise begins with one of the facilitators introducing a boring or inappropriate conversation topic. Each group member successively changes each other's conversation topic. This is most effectively done by picking out a word or idea and working it into a new topic, e.g. "Speaking of fish, I saw some interesting ones at the zoo on Saturday." Some group participants will resist changing the conversation topic on the grounds that the current topic is interesting or appropriate. The facilitators should encourage the member to participate in the exercise nevertheless, and clarify the purpose of the exercise and the skill involved.

The second exercise, Positive Self-Statements, involves each member verbalizing at least three personal assets. Afterwards, each member is asked to exaggerate one attribute, e.g. "I am an excellent seamstress." Some students find the exaggeration difficult. The facilitators should encourage

those students to repeat the exaggeration until the statement is genuine. Facilitators should watch for subtle denials or positive self-statements followed by negative references, e.g. "I am an excellent baseball player, but I've been playing for twenty years, so I should be."

2. Contract discussion and role playing. After the exercises, each participant is asked to give a "progress report" on his/her major contract and on the weekly contracts. The difficult situations are role-played with other group members or with the facilitators. Participants and facilitators discuss the assertiveness exhibited in the role-playing.

At this time weekly contracts are revised. If a participant has not fulfilled the previous week's contract, it should be reviewed. If the increment is too large, the contract may be revised. For example, if the contract was to ask a girl out, the increment may be reduced to having a conversation with a girl. If the increment is already minimal, the participant may require support, encouragement or suggestions from other group members and/or the facilitators. Some contracts may need more than one week for completion. For example, "In the next two weeks, I will have a conversation with my roommate about the laundry." Sometimes this is a reflection of the difficulty level for the participant and sometimes it is related to the frequency with which an appropriate opportunity presents itself. The facilitators should help participants structure contracts with these fac-

tors considered.

3. Response to films. Film #1: "Friend stops you and wants to talk while you are on your way to class." Since the right involved is control over one's time, members should be aware of personal priorities in the situation. However, the responses should clearly indicate a desire to maintain the relationship. The format for responding to the first two video tapes is important in that it may initiate a set for group response in other sessions. A good assertive response both maintains the person's rights and communicates recognition of the other person's feelings.

All members should be given an opportunity not only to respond to the video tape but also to critique the responses of the other participants. The role of the facilitators here is primarily didactic. It is important that facilitators reinforce positive elements in participants' responses. Although negative feedback is essential, it has been our experience that totally negative responses are more threatening than effective. Attending to the smallest positive element tends to give facilitators more credibility, e.g. "You had good eye contact but your response was somewhat aggressive." Also, the smallest changes and/or improvements warrant support and attention, e.g. "That response was much better. I thought you sounded less aggressive and still maintained good eye contact." Both responses and critique of responses can be shaped by examining consequences, e.g. "That response may leave the person wondering if you really

want to see her" or "Now asking me for my phone number would let me know you were sincere about calling."

Film #2: "A guy you do not want to date asks you out." This vignette is structured to portray an assertive refusal. The right involved is control over one's time. This scene is included early to emphasize the idea of personal rights and individual priorities as in Film #1. Also, both vignettes portray situations quite common for college students.

SESSION THREE

1. Exercises: Voice escalation. Frequently passively non-assertive individuals tend to speak in very, very low voice tones. The facilitator should make students aware of the possibility of being discounted when one cannot be heard; that is, people may not want to work as hard as is necessary to hear but may simply ignore the person who speaks softly. Exaggerating voice level allows group members to experience the contrast to speaking softly. Some participants report feeling more free and more powerful. Facilitators should ask participants to attend to and discuss any feelings during the exercise. Members should speak words (hello, goodbye, names, etc.) as loudly as possible. Some students may need several tries at this exercise. Facilitation modeling is often quite helpful.

2. Review of written contracts and discussion of progress. The written major contracts are brought into the group for review. (Facilitators must remember to collect contracts at the end of review so they will not get lost.) Each member reports on progress and gains feedback from group participants and facilitators. Also, as the group progresses participants often become aware of more situations in which they are non-assertive and some members may make additions to their contracts. Role-playing may be appropriate for those participants making minimal progress.

As the weekly contracts facilitate completion of major contracts, progress on the weekly contracts is also discussed here. It is important that weekly contracts are remembered and discussed every week. This procedure provides optimal exposure for group support and individual guidance as members try out new behaviors.

3. Response to films. Film #3: "A friend asks you to cheat on a test" and Film #4: "Friend asks to borrow your new sweater." Both vignettes involve practice in making assertive refusals and receiving positive outcomes. The object of these vignettes is to work on the fear of refusing others. Some beliefs around this fear are:

-- They won't be my friend anymore
-- It isn't polite to. . .
-- I don't want to be called names

Discussing these fears is often facilitative. Both vignettes are structured as assertive refusals with positive outcomes. Facilitators might encourage members to contrast feelings about an imagined negative outcome with feelings about the taped positive outcome.

4. Preparation for Session Four. Facilitators should instruct participants to select a trivial topic and be prepared to deliver a one-minute monologue the next week. Group members should also know that the facilitators will select a topic for an additional one-minute monologue.

SESSION FOUR

1. Exercise: Small talk monologue. In this exercise, each group member will carry on a one-minute monologue about a trivial topic of their choice. Afterwards, facilitators and group members will critique the monologues. Positive and supportive feedback should be given as much as possible. Participants are then asked to carry on a one-minute monologue on a topic selected by the facilitators. Facilitators may prepare a list beforehand and allow members to choose from it. It is important that group members give an original monologue and not repeat yesterday's conversation.

This exercise is included to dispel the rumor: "but I don't have anything to say." The rumor is difficult to defend when one has just finished a one-minute monologue on door knobs or grasshoppers. Also, the facilitators should emphasize the significance of small talk and so-called "trivia" as the necessary beginning of most close relationships. Few relationships are instantly intimate. Again, encouragement and concrete suggestions may be necessary for those group members needing to repeat the exercise. Modeling will probably be quite helpful.

Sometimes by this session a pattern of "who goes last" will emerge. Facilitators may point out the non-assertiveness of always taking the last position and encourage the group member to participate more assertively.

2. Progress reports on contracts. Same as Session Two. Facilitators should spend differential amounts of time with slower moving group members. Also by this session, there should be a considerable amount of group interaction. Members should be complimenting each other for success experiences and offering support and alternatives for difficult situations.

3. Response to films. Film #5: "Aunt criticizes your dress" and Film #6: "Friend asks to borrow your car." Film #5 involves the right to intervene when treated unfairly and when one's rights are transgressed. And the right in Film #6 is control over one's possessions. Both vignettes offer practice in assertion with negative outcomes. This practice is included to provide a more realistic view of assertion outcome as participants become aware that assertive behavior is not always received positively. Facilitators should emphasize personal responsibility in a situation. That is, group members should realize that they are not wholly responsible for others' reactions and that those reactions are not indices for one's self-worth. The inappropriateness of the aggressive outcome responses should also be noted.

SESSION FIVE

1. Exercise: Asserting anger. One of the more difficult emotions to assert is anger. An effective means of facilitating the appropriate expression of anger is to show the consequences of its inappropriate expression. The group members should pair up and consecutively engage in arguments. Members select their own topics for the disagreements. Facilitators can interject for the purpose of escalating the arguments. After each argument, group participants and facilitators point out those statements and responses which contribute to the escalation. Some things to look for are:

-- generalizations
-- exaggerations
-- conclusions about one's worth from one or two behaviors
-- inappropriate comparisons and relationships
-- strays from topic under discussion
-- references to "old" issues

After critique of the escalated argument, the same individuals are asked to engage in an assertive disagreement. Those participants having difficulty are asked to repeat the assertive disagreement, with evaluative feedback by the facilitators. This exercise seems most effective when preceeded by facilitators' modeling of both inappropriate and appropriate expression of anger.

2. Review of Written Contracts. Same format as Session Three. By this time, all participants should report some progress in all contract areas. Some goals should have

been attained. Assistance can be given to those participants not reporting such progress, e.g. setting more realistic goals, role playing, etc. Also, by this session, all members should be voluntarily participating in the sessions. If not, contracts can be made for increasing participation.

3. Response to Films. Film #7: "Mom asks you to stop seeing a friend" and Film #8: "Employer interviews you for a job." Both vignettes require assertive responses in escalated situations. The rights involved are control over one's time and the right to intervene when treated unfairly or when rights are transgressed. The vignettes offer practice in being assertive with non-assertive individuals. Facilitators should instruct group members to attend to feelings after the escalated response. Some typical reactions are:

-- fear and intimidation
-- feeling overwhelmed
-- anger
-- hurt

At this point in training, participants should be aware of what is an appropriate response. The focus can now be switched to helping group members become comfortable making assertive responses. Some signs of discomfort are:

-- making up excuses
-- apologizing for one's personal position, i.e. "I'm sorry but that's the way I feel", "I guess I'm just weird like that."
-- using more force than necessary (aggressive responses)
-- poor eye contact
-- fidgeting and/or giggling

Group members engaging in any of the above or similar behaviors might relieve some anxieties by sharing their

feelings in the situation. Facilitators should repeat the response with those participants until they feel more confident in escalated situations.

SESSION SIX

1. Exercise: Giving and receiving compliments. This exercise and the companion vignettes are included in the sixth session because assertion in positive situations is usually more difficult than in negative situations. Each group member must give a compliment and receive a personal compliment assertively. This exercise is less structured. The group members choose the person to compliment. The person complimented must receive the compliment assertively and is not obligated to return it. Again, participants should repeat the exercise until the facilitator feels everyone is asserting themselves comfortably.

Giving and receiving compliments well reinforces the basic positive statement of assertive training: "I am worthwhile and deserve to be treated well." Discounting compliments denies the positive statement and implies personal worthlessness. Facilitators should watch for and point out self-discounts. Some examples are:

-- "Thank you, but I'm gaining too much weight to wear this dress."
-- "These shoes! They were the only ones in my size--my feet are huge."
-- "Yeah, but I only spoke to you 'cause I couldn't hide."
-- "You are really funny; my jokes always flop."

By the same token, refusing to give compliments denies the worthiness of others and usually stems from denied self-worth. Often a person discounts herself/himself when giving

compliments, e.g. "You do that ten times better than I ever could." Facilitators should be sure that members do not devalue themselves when giving compliments.

2. Progress reports on contracts. Same format as Session Two. Facilitators should watch for and point out any apparent procrastinations.

3. Response to films. Film #9: "Guy tells you how good it was to work with you" and Film #10: "Girl tells you how much you helped her out and how she appreciates it." These vignettes portray "heavy" compliments so that responses such as "Thank you" or "You're welcome" are inappropriate. Also, the vignettes provide an opportunity for the group participants to practice returning a compliment. Again, facilitators should point out discounts in participants' responses.

Typically, many group members experience difficulty with these scenes and several repeat performances may be necessary. However, it is important that the responses are revised until there is no more discounting--either verbal or non-verbal. There is opportunity for live modeling here with group members giving and receiving positive feedback on responses to the film situations.

SESSION SEVEN

1. Exercise: Acceptance and rejection. This exercise requires diads. Two members stand facing each other. One person beckons and says "Come here" while the other motions away and says "Go away." This goes on until there is some resolution. This exercise seems to work best after facilitator modeling. Acceptance and rejection feelings are intensified here. Participants should discuss their feelings and explore assertive expression of these feelings.

2. Review of Written Contracts. Same format as Session Three.

3. Response to Films. Film #11: "Man tells you your dog is messing up his yard" and Film #12: "Roommate tells you your room is messy and asks you to clean up your things." Both vignettes offer opportunities to respond when asserted to. In both situations, the requests made upon respondent are legitimate. The rights involved in both scenes are control over one's time and control over one's possessions.

Facilitators should emphasize that even though the requests were legitimate, the solution/response took into consideration the right and feelings of each person. Some examples are:

"Why should I have to tie up my dog? Why don't you build a fence?"

"Who are you--my mother? I don't think I'm messy!"

Aggressive responses sometimes show up here. Participants should attend to the feelings after the initial statement and express them assertively. Again group members should repeat responses until facilitators feel each member is asserting comfortably.

SESSION EIGHT

1. Assessment of Progress. Each participant should self-evaluate progress and receive evaluative feedback from other group members and facilitators. Also, participants should discuss means of becoming more assertive and making more long-term assertion contracts with themselves.

2. Feedback for Facilitators. This is an opportunity for group members to give feedback to the facilitators and make suggestions for group improvement.

3. Post-Testing. Use the alternate form of the Assertion Inventory (Form B).

APPENDICES

APPENDIX A

Assertion Inventory[1]

The Assertion Inventory (AI) was written in 1973 for the purpose of identifying an individual's behavioral position on the passivity/assertion/aggression continuum. As the instrument was developed for use with college students, many items refer directly to college life. However, we believe the instrument can be used successfully with other populations, especially high school students and non-student young adults.

There are two forms of the AI. Both Form A and Form B consist of forty (40) items. There are four response choices per item: immobile passive, mobile passive, assertive, and aggressive. The responses are scored so that each response is weighted and the total score is indicative of the person's position on the continuum. Scores between 40 and 99 indicate passivity; between 100 and 130 indicate assertion; and between 130 and 160 indicate aggression.

Development

Most of the situations included in both forms of the AI are taken from Lawrence's Interpersonal Behavior Test. The response choices were rewritten to conform to the

[1]Derivation of Interpersonal Behavior Test (Lawrence, P. The assessment and modification of assertive behavior. Unpublished dissertation. Arizona State University, 1970).

activity level hierarchy, i.e. immobile passive, mobile passive, assertive and aggressive.

Before the AI was used with group members, both forms were submitted to nineteen (19) psychologists and psychology graduate students at Southern Illinois University for expert assessments of the inventory's construct validity. Each expert was asked to rank the four response choices for each item along the activity level hierarchy. Table 1 shows an analysis of ratings for Form A. Of the 160 response choices, there was more than 90% agreement on the ratings for 84 response choices (52.5% of the total number of response choices). Ninety-three percent (93%) of the items received at least 71% agreement on Form A.

Analysis of ratings for Form B are shown on Table 2. Of the 160 response choices, there was more than 90% agreement on the ratings for 100 response choices (62.5% of the total number of response choices). Ninety-four percent (94%) of the items received at least 71% agreement on Form B.

Both forms were later administered to 88 undergraduate psychology students on two occasions. For the first testing, half the students took Form A and half the students took Form B. For the second testing, each student took the alternate form of the inventory. These scores were submitted for internal consistency reliability indices (RII). For Form A, RII=.8060 (N=88, Mean=100.920, SD=10.425). For Form B, RII=.8238 (N=88, Mean=102.159, SD=10.527).

TABLE 1

Percent Agreement of Experts on Response Ratings

FORM A

Modal %'s Expert Agreement	Number of Responses	Percent Responses	Cumulative Number of Responses	Cumulative Percent Responses
0 - 40	0	.000	0	.000
41 - 50	1	.006	1	.006
51 - 60	4	.025	5	.031
61 - 70	6	.038	11	.069
71 - 80	20	.125	31	.194
81 - 90	45	.281	76	.475
91 - 100	84	.525	160	1.000

N = 19

TABLE 2

Percent Agreement of Experts on Response Ratings

FORM B

Modal %'s Expert Agreement	Number of Responses	Percent Responses	Cumulative Number of Responses	Cumulative Percent Responses
0 - 40	0	.000	0	.000
41 - 50	0	.000	0	.000
51 - 60	5	.031	5	.031
61 - 70	5	.031	10	.062
71 - 80	12	.075	22	.137
81 - 90	38	.238	60	.375
91 - 100	100	.625	160	1.000

N = 19

A t-test for the significance of difference between means[2] was calculated for the means of each form ($\bar{X}_A$=100.920, $\bar{X}_B$=102.159). The t-value of 1.040 was non-significant (α=.05)[3], suggesting comparability between the two forms.

Directions for Administering AI

The AI is designed for use in pre-testing and post-testing levels of assertion. Use one form as pre-test and the alternate form for post-test.

The test involves written choices of an individual's preference for responding to forty situations requiring assertion. There are no verbal directions; written instructions precede each form of the AI. Facilitators should keep verbal clarifications at a minimum.

For machine scoring, students should use pencils and answer sheets designated by scoring agency. Those agencies using hand scoring may adapt mechanics to fit needs.

Scoring

Each possible response per item is weighted as follows:

1=immobile passive

2=mobile passive

3=assertive

4=aggressive

---

[2]Glass, G. and Stanley, J. Statistical Methods in Education and Psychology (Prentice Hall, New Jersey: 1970) p. 295.

[3]Glass and Stanley, p. 521.

Consequently, there is no right/wrong (1/0) scoring pattern. The participants receive points for whatever response. Also, the sequence of response choice presentations is scrambled, i.e., the first response choice is sometimes a "1" response and sometimes a "3" response, etc. The legend of scoring patterns is shown in Table 3. This legend is used to interpret the scoring keys in Table 4 (Form A) and in Table 5 (Form B). Example:

> Item 2, Form A: You are waiting for a bus and notice a person standing next to you whom you believe you have met before.
>
> A. Wait for him to say something first.
>
> B. Make a comment about something and see if you are recognized.
>
> C. Walk up to the person and say, "Hello, I believe we have met before but I can't remember your name."
>
> D. Walk up to the person and say, "Don't you remember me?"
>
> Participants' responses:
>
> Janet: C
>
> Bill: A
>
> Gary: B
>
> Susan: D
>
> Helen: A

We see from Table 4 that the scoring legend for Item 2, Form A is (1) and from Table 3, that scoring pattern (1) is 1234. This means:

Response choice A = 1

Response choice B = 2

TABLE 3

Scoring Patterns

Assertion Inventory

(1) 1234

(2) 1423

(3) 1342

(4) 1324

(5) 1432

(6) 1243

(7) 2341

(8) 2134

(9) 2413

(10) 2143

(11) 2314

(12) 2431

(13) 3412

(14) 3241

(15) 3124

(16) 3421

(17) 3142

(18) 3214

(19) 4123

(20) 4312

(21) 4231

(22) 4213

(23) 4321

(24) 4132

TABLE 4

Scoring Key Form 'A

Assertion Inventory

Inventory Item	Scoring Pattern	Inventory Item	Scoring Pattern
1	(23)	21	(5)
2	(1)	22	(2)
3	(20)	23	(5)
4	(12)	24	(3)
5	(23)	25	(21)
6	(13)	26	(11)
7	(7)	27	(16)
8	(21)	28	(19)
9	(22)	29	(6)
10	(10)	30	(2)
11	(21)	31	(4)
12	(13)	32	(12)
13	(5)	33	(6)
14	(16)	34	(1)
15	(18)	35	(15)
16	(15)	36	(21)
17	(3)	37	(16)
18	(18)	38	(19)
19	(13)	39	(20)
20	(23)	40	(16)

(N = 40)

TABLE 5

Scoring Key Form B

Assertion Inventory

Inventory Item	Scoring Pattern	Inventory Item	Scoring Pattern
1	(4)	21	(12)
2	(19)	22	(19)
3	(13)	23	(7)
4	(6)	24	(4)
5	(20)	25	(16)
6	(14)	26	(11)
7	(17)	27	(23)
8	(4)	28	(20)
9	(16)	29	(24)
10	(17)	30	(23)
11	(3)	31	(11)
12	(13)	32	(16)
13	(23)	33	(23)
14	(7)	34	(2)
15	(20)	35	(16)
16	(9)	36	(14)
17	(19)	37	(9)
18	(16)	38	(9)
19	(1)	39	(23)
20	(15)	40	(10)

(N = 40)

Response choice C = 3

Response choice D = 4

Therefore, for Item 2, Form A, the participants receive the following scores:

Janet (response C), score = 3

Bill (response A), score = 1

Gary (response B), score = 2

Susan (response D), score = 4

Helen (response A), score = 1

In the manner described above, all responses are scored. Then, the scores per item are added to obtain the total score.

Interpretation

The AI scores are used as an index of the participants' positions on a passivity/assertion/aggression continuum. Scores between 40 and 99 indicate passivity, between 100 and 130 indicate assertion, and between 130 and 160 indicate aggression. Pre-testing and post-testing allows the facilitators to have an idea (1) where the person was before treatment, (2) what progress was made during treatment, (3) level of functioning post-treatment, and (4) needs/no needs for further treatment.

ASSERTION INVENTORY FORM A

Instructions:

This inventory consists of forty situations. Of the four responses presented, you are to choose the one closest to the response you would make - not the response you think you should make.

Remember to use a "Number Two" pencil and record all answers on the answer sheet provided. Please do not make any marks on this inventory.

1. Another student and you are asked by the instructor to prepare a joint term paper. When you discuss the paper with the other student, he suggests that you do most of the work because he is not a very good writer and doesn't have much time.

   A. Insist that he do his fair share.
   B. Tell him that you'll ask the professor for a new partner.
   C. Ask him to do as much as he has time for.
   D. Agree to do most of the work yourself.

2. You are waiting for a bus and notice a person standing next to you whom you believe you have met before.

   A. Wait for him to say something first.
   B. Make a comment about something and see if you are recognized.
   C. Walk up to the person and say, "Hello, I believe we have met before but I can't remember your name."
   D. Walk up to the person and say, "Don't you remember me?"

3. A date makes what you consider to be an unreasonable request, such as asking you to do some of his/her homework for him/her.

   A. Tell him/her that he/she is irresponsible and needs to grow up.
   B. Tell him his/her request is unreasonable and homework is his/her own responsibility.
   C. Do his/her homework for him/her.
   D. Make an excuse such as "I'm behind in my own."

4. One evening you notice your steady boy/girl friend eating dinner at a restaurant with a friend of your own sex. You meet your steady the next day at school.

   A. Ask him/her where he/she was last night.
   B. Angrily say, "You can't be trusted and I'm through with you."
   C. Ask him/her why he/she was having dinner with him/her.
   D. Pretend it did not happen and talk about some other subject unless he/she brings it up.

5. A professor of one of your favorite courses informs you that because you have an A average going into the final, you don't have to take the final.

   A. Say, "Well that's only fair."
   B. Say, "Oh, thank you very much!" and tell him you enjoyed his course.
   C. Say, "Thanks" and walk away.
   D. Say nothing.

6. A professor asks you to step into his office and then praises you for improving the quality of your work in the course.

   A. Thank him for his praise and attempt to converse with him.
   B. Say he's the greatest professor you've had even though you know it isn't true.
   C. Say nothing.
   D. Thank him and then leave his office.

7. You are sitting in a class where student participation is encouraged. The professor presents a point of view with which you disagree very strongly.

   A. Discuss your opinion with another student after class.
   B. Raise your hand and present your own point of view, comparing it to his.
   C. Raise your hand and tell the professor his views are unfounded.
   D. Keep quiet.

8. A new neighbor has just moved in next door. You would like to meet them and notice them sitting outdoors one day.

   A. Go over and tell them what wonderful people they must be for having chosen the neighborhood.
   B. Say, "Hello" over the fence.
   C. Walk over and introduce yourself and any others in your family.
   D. Wait for them to say something first.

9. You are attending your father's funeral. You loved him very much and his death upset you a great deal. They have just closed the casket for the last time.

   A. Run out of the church.
   B. Remain unemotional and comfort relatives.
   C. Say and do nothing.
   D. Openly shed tears.

10. You are driving down the highway within the speed limit when a policeman stops you and says you were speeding. He proceeds to get his pad out to write you a ticket.

    A. Tell him you will slow down after this.
    B. Say nothing to avoid further trouble.
    C. Threaten to sue him for false arrest.
    D. Tell him you feel you were within the speed limit.

11. A rather loud and dominant student presents an opinion which is contrary to your own.

    A. Laugh at the student and tell him to be quiet.
    B. Let the professor comment, and support him if you have the opportunity.
    C. Voice your own opinion in class and support it.
    D. Remain silent.

12. Your boy/girl friend used to see you very often but has not been seeing you as often for no apparent reason. You feel very emotionally involved with this person and would like to know where you stand.

    A. Tell him/her you are feeling uneasy and would like to know his/her feelings toward you.
    B. Tell him/her that he/she must see you more often if he expects to maintain your relationship.
    C. Assume that he/she is no longer interested and accept the situation.
    D. Try to find out through other friends why he/she is not seeing you as often.

13. While talking to a friend of yours you remember that he/she borrowed $5.00 from you two weeks ago and has not returned it.

    A. Say nothing about it.
    B. Terminate the relationship unless he/she pays up immediately.
    C. Remind him/her that he/she borrowed the money from you and ask him/her to pay you back.
    D. Make up a story about how badly you need the money immediately.

14. You are stopped at a stop sign and the driver of another car takes a wide turn and runs into the side of your automobile. No one is hurt.

    A. Get out of your car and ask for his name, address, license number, and insurance company.
    B. Get out of your car and yell at him for his stupid driving.
    C. Sit in your own car and wait for him to approach you.
    D. Avoid the hassle and just drive away.

15. A salesman comes to your door and says you may purchase a set of encyclopedias at a very reduced rate. He then begins elaborating on the virtues of the set which you do not want.

    A. Tell him thanks but that you are not at all interested in the encyclopedias.
    B. Stand at the door, listen to his spiel, then tell him you don't want the set.
    C. Buy the encyclopedias.
    D. Slam the door in his face.

16. During a movie the two teenagers sitting in front of you are talking and giggling rather loudly.

    A. Ask them to please quiet down so others can hear the movie.
    B. Tolerate the noise.
    C. Say nothing to them but move to another seat.
    D. Tell them they are inconsiderate and ask them to sit in another place.

17. You are living with a new roommate. This roommate has been throwing her/his clothes all over the room during the past week.

    A. Put up with the mess as best you can.
    B. Ask him/her to try to keep his/her clothes hung up.
    C. Pile all his/her clothes in a big heap on his/her bed.
    D. Hint around about how you don't care for messy rooms.

18. You go to a party with your date who then ignores you the rest of the evening until it is time to go home. You are on the way home and feel hurt because of this.

    A. Ask your date why he/she ignored you and indicate that you feel hurt.
    B. Hint that something is bothering you and wait for him/her to ask what it is.
    C. Pretend nothing happened and continue normal conversation.
    D. Tell your date you no longer want anything to do with him/her.

19. You have been standing in a long line for about an hour and are now near the front when someone butts directly in front of you.

    A. Tell him/her to go to the rear of the line and wait like everyone else.
    B. Butt in front of him/her.
    C. Do nothing.
    D. Make a sneering or sarcastic remark about people who butt in line.

20. An employee of yours has been with you for about a month and has not been performing his work up to your satisfaction.

    A. Release him/her immediately.
    B. Explain to him/her why his/her performance is unsatisfactory and give him/her another month to improve.
    C. Wait another six months.
    D. Redo his work.

21. At a restaurant you are eating what you consider to be a very fine meal. The waitress comes over and asks you if everything is satisfactory.

    A. Nod your head.
    B. Tell her the food was so great that you'd like to compliment the cook personally.
    C. Say, "Oh, yes, this food is really excellent."
    D. Say, "Yes."

22. A friend of yours shows you a painting that she has just done and asks for your reaction. You think the painting is one of the ugliest and poorest paintings that you have ever seen.

A. Tell her it's a beautiful painting and you love it.
B. Tell her the painting stinks.
C. Say, "That's a nice painting," and change the subject.
D. Tell her its good qualities and tactfully indicate some of the bad qualities.

23. You have taken your car to be repaired and they give you an estimate of the cost of repairs. Upon returning to pick up your car, you find the repair costs are twice the estimate given to you, and much higher than you believe is justified.

A. Pay the bill without complaining.
B. Refuse to pay the bill whether or not their increase was justified.
C. Ask them to justify the price increase and if not satisfied, suggest that you will complain to the Better Business Bureau.
D. Pay the bill and complain to the other customers in the shop.

24. One of your instructors gives extremely interesting lectures, in your opinion. You are the first student to enter class one morning and he is writing some notes on the board.

A. Sit and say nothing.
B. Say, "Dr. Jones, I really enjoy your lectures."
C. Shake his hand, pat him on the back and tell him you really enjoy his lectures.
D. Say, "Good morning, Dr. Jones."

25. You and your date have just sat down at a table in a restaurant when you notice that the silverware has some small pieces of dried food on it.

A. Leave the restaurant without ordering.
B. Calmly wipe the silverware clean with your napkin.
C. Politely ask the waiter to replace it with clean silverware.
D. Use the silverware without complaining.

26. In a speech course the class is asked to evaluate orally a speech given by another student. You feel the speech was inadequate in many ways.

A. Mention mostly good aspects of the speech and possibly one aspect which could have been improved.
B. Volunteer and tactfully express the reasons for your dissatisfaction, at the same time mentioning good aspects of the speech.
C. Do not volunteer your opinion.
D. Tell the student how dissatisfied you were with such an inadequate speech.

27. A friend of yours has twice asked you to help him/her move his/her furniture from one apartment to another and you have helped him/her. When you ask him/her to help you move, he/she says, not too convincingly, that he/she is too busy.

A. Remind him/her of your help to him/her.
B. Say, "Thanks a lot! I certainly thought I could count on you to help."
C. Accept his/her excuse, say nothing, and refuse to help him/her in the future.
D. Accept his/her excuse, say nothing, and continue to help him/her in the future.

28. You have a guest who puts her/his cigarettes out in your best china coffee cups, even though an ashtray is nearby.

A. Abruptly say, "Keep your ashes out of my coffee cups."
B. Say nothing to her/him since you can clean the cups later.
C. Push the ashtray closer and hope she/he uses it.
D. Place the ashtray closer to her/him and say, "Would you mind using this, please?"

29. A professor gives you a C for a course when you feel you deserve a B.

A. Accept the grade and avoid taking another course from him/her.
B. Accept the grade and tell the professor you thought the grade was unfair.
C. Tell the professor to change the grade or you will talk to the department head and/or college dean.
D. Ask the professor to explain why he/she gave you the C and if you still don't think he's/she's right, attempt to convince him/her that you deserve a B.

30. You have been working at a job for some time and feel that your salary is too low and you deserve a raise.

A. Patiently wait for your boss to give you a raise.
B. Forcefully demand a raise and threaten to quit your job.
C. Work harder and make sure your boss is aware of it.
D. Ask for a raise and provide reasons why you deserve one.

31. You receive a grade report and, opening it just before sitting down to dinner with your family, you find you got a higher grade in three courses than you expected.

A. I would figure they got my grades mixed up with someone elses.
B. I would immediately smile and share the good news with my family.
C. I would feel good but I wouldn't mention it.
D. I would show my grades to the family and remark on how easy the courses had been for me.

32. You have had a argument with your parents over some issues. Later you find out that your parents were correct.

A. I would treat them very nice to make up for it.
B. I would emphatically apologize for causing such a strong argument and promise always to listen to them.
C. I would admit my error and apologize for causing such a strong argument.
D. I would say nothing, hoping they would forget the argument.

33. You have ordered a steak at a restaurant and when the waiter brings the steak you notice that it is cooked considerably more than the way you ordered it.

A. Eat the steak.
B. Eat the steak and leave a very small tip.
C. Ask to speak to the manager and insist that the steak is replaced.
D. Tell the waiter it is overcooked and ask him to replace the steak.

34. Your co-worker has been taking company supplies home for personal use every Friday afternoon. This dishonesty is beginning to annoy you.

A. Ignore him.
B. Write him an anonymous note.
C. Tell him his dishonesty is beginning to annoy you.
D. Tell him he's a dishonest cheat for doing this.

35. Your parents require you to do an extensive amount of babysitting of your brothers and sisters, and as a result you are missing out on many social activities with your friends.

A. Explain the situation to them and try to reach a compromise.
B. Grin and bear it.
C. Become more reluctant and hesitant about babysitting and hope they get the hint.
D. Refuse to babysit any longer.

36. At a party you notice a person of the opposite sex who is very nice looking, in your opinion. He/she seems to be by himself/herself.

A. Walk over and ask for a date.
B. Move closer and hope you're noticed.
C. Walk over, introduce yourself and begin a conversation.
D. Remain standing where you are and hope you are noticed.

37. Your steady boy/girl friend presents a religious view that you cannot agree with.

A. Present your opinion.
B. Point out the stupidity of his/her beliefs.
C. Say, "I don't agree" and change the subject.
D. Agree with his/her position.

38. Immediately after leaving a store you notice that you have been shortchanged by 20 cents.

A. *Complain to the store manger about the inefficiency of the cashier.*
B. Continue on your way.
C. The next time you're in the store mention that on your last visit you were shortchanged.
D. Return to the store, point out the mistake to the cashier, and ask for the correct change.

39. You are feeling considerable discomfort because of a friend who persists in asking you a stream of personal questions regarding your family situation, in spite of your hesitance in answering.

A. Angrily tell her to mind her own business.
B. Frankly but calmly tell her that you would rather not answer such personal questions.
C. Say nothing to offend her and answer all questions.
D. Answer questions truthfully without going into detail and change the subject as soon as possible.

40. At a dinner meeting in front of the group, you receive an honor for outstanding service from an organization to which you belong.

A. Express strong appreciation to the group for honoring you.
B. Tell the group you're glad they picked the right person.
C. Mumble a few words of appreciation and sit down as quickly as possible.
D. Accept the honor with a smile and sit down quickly.

ASSERTION INVENTORY FORM B

Instructions:

This inventory consists of forty situations. Of the four responses presented, you are to choose the one closest to the response you would make - not the response you think you should make.

Remember to use an "Number Two" pencil and record all answers on the answer sheet provided. Please do not make any marks on this inventory.

1. Someone who you are meeting for the first time introduces himself to you. You fail to hear his name.

   A. Say and do nothing, pretending you heard the name.
   B. Ask the person to repeat it.
   C. Wait until someone else mentions the person's name and then catch it.
   D. Tell the guy he should speak more clearly.

2. You are trying on some clothes in a store. The saleswoman says they look great on you. When you look in the mirror you think they look terrible.

   A. Tell her nothing in the store looks good to you and walk out.
   B. Buy it; if she says it looks great, it must be stylish.
   C. Say nothing but place the clothes back on the rack.
   D. Tell the saleswoman you don't like it and ask to look at something else.

3. You discover that a campus cop has given you a parking ticket. You believe that you are legally parked.

   A. Appeal the ticket through the Traffic Appeals Board.
   B. Call up the cop and argue with him.
   C. Pay the ticket and say nothing.
   D. Pay the ticket and complain to the cashier.

4. A girl sitting next to you in the office whom you like, indulges in loud gum-chewing and gum-snapping all day long everyday. This is getting on your nerves.

   A. Ignore her since gum-chewing is a good release from tension.
   B. Hint that you are disturbed.
   C. Bluntly tell her either stop chewing gum or you will report her to the office manager.
   D. Ask her to chew more quietly.

5. You are going to back into a parking space when someone in a sports car steels it from you.

   A. Get out of your car, walk over to him and cuss him out.
   B. Inform him that he has taken your parking space and ask him to move.
   C. Find another parking space.
   D. Frown at him, then find another parking space.

6. An employee of yours has been about 30 minutes late to work each day during the past two weeks.

   A. Firmly tell him that you expect him to come to work on time.
   B. Ask one of his co-workers to tell him he'd better come to work on time.
   C. Fire him immediately.
   D. Say nothing to him and hope his behavior improves.

7. Your date has just complimented you on your neat appearance.

   A. Say, "Thank you" and return the compliment only if it is true.
   B. Say nothing.
   C. Say, "Thank you" and compliment him on his sharp perception.
   D. Say, "Oh, you're just saying that."

8. Your boss is talking to you after work one day. It is essential that you get home for dinner time.

   A. Continue to listen to him.
   B. Tell him you must go home now and will be happy to continue the conversation tomorrow.
   C. Start walking towards the door.
   D. Tell him that you are only paid til 5 p.m. and you will be back at 8 a.m. tomorrow.

9. Your steady does something which endears you to him/her very much.

   A. Give him/her a hug or kiss.
   B. Tell him/her "it's things like that that make me want to marry you."
   C. Smile but say nothing.
   D. Pretend you didn't notice.

10. Your friend insists upon blotting her lipstick on your best linen napkins when she is dining at your house.

    A. Say, "Let me get you a tissue for that."
    B. Do and say nothing.
    C. Irritably say, "Stop blotting your lips on my best napkins."
    D. Use paper napkins when she comes to visit.

11. You are with your date who does not introduce you to her/his friend.

    A. Continue to wait for your friend to introduce you.
    B. Introduce yourself and tell something about yourself.
    C. Tell your date how impolite he/she is and introduce yourself.
    D. Act fidgety and nervous, hoping they will notice you.

12. A close friend of yours praises you for your science laboratory work.

    A. Say, "Why, thank you."
    B. Tell your friend how happy you are that someone finally noticed.
    C. Say and do nothing.
    D. Smile and do nothing.

13. You are on an outing with some friends. While hiking you trip and fall. You feel an excruciating pain in your leg. A small group forms around you.

    A. Angrily tell them to leave you alone.
    B. Painfully tell them your leg hurts something terrible.
    C. Grimace, grit your teeth and say nothing.
    D. Pretend you are in no pain.

14. You have unsuccessfully spent about three hours looking in various stores for a particular gift which you want to give to a close friend. Finally a saleswoman in a store shows you just the article that you are looking for.

    A. Say, "Thank you."
    B. Say, "Oh good! This is just what I've been looking for."
    C. Shake the saleswoman's hand vigorously and buy the article.
    D. Say nothing and buy the article.

15. At a party, a small group of people are discussing a political issue. You strongly disagree with the views taken by the group.

    A. Interrupt them and ridicule their views.
    B. Present your own views to the group.
    C. Ignore the group and remain silent.
    D. Present your own views quietly to someone near you.

16. A salesman has gone to considerable trouble to show you some merchandise which is not quite suitable to you.

    A. Tell him you will think it over and come back later.
    B. Bluntly tell him you don't want it because it isn't what you wanted.
    C. Buy it anyway because the merchandise is almost suitable.
    D. Thank him for his trouble, suggest the product is not suitable and look elsewhere.

17. You are eating dinner with your family in a fancy restaurant. You have been waiting a very long time for your meal.

    A. Complain to the manager about the service.
    B. Do and say nothing.
    C. Give the waiter dirty looks as he passes by.
    D. Stop the waiter and ask him about the delay.

18. You hear that one of your friends was spreading false rumors about you. The next day you run into him after a class.

    A. Tell him that you heard what he has been saying, it annoys you, and ask him to explain the situation.
    B. Tell him you heard he's been spreading rumors about you and if he doesn't stop, you are going to bash his brains in.
    C. Tell him that someone was spreading rumors about you and ask him if he knows anything about it.
    D. Treat him in a normal manner and say nothing about the rumors.

19. You are asked by your clergyman to be an usher the following week. Two weeks go by and you realize that you forgot you were supposed to usher.

    A. Avoid going to church the next few weeks.
    B. Go to church, but avoid meeting face to face with your clergyman.
    C. Phone the clergyman, apologize and volunteer to usher at a later date.
    D. Tell your clergyman that anyone can make a mistake and you didn't have the time anyway.

20. Your steady, whom you love very much, insists that you spend more time with him/her, but you know this will seriously jeopardize your studies.

    A. Explain to him frankly you can't because your studies require a certain amount of time.
    B. Agree to spend more time with her/him and do.
    C. Say you'll spend more time and don't.
    D. Just tell him you are a student first and a lover second.

21. You are sitting at a desk studying, in the library. A pair of students are talking nearby and annoying you.

    A. Give them a dirty look, but say nothing.
    B. Tell them they are inconsiderate and ask them to leave the library.
    C. Ask them to please be a little quieter.
    D. Say nothing and concentrate harder.

22. Your party guests do not leave your house even though it is quite late and you feel they should have left long ago.

    A. Open the door and hand them their coats.
    B. Patiently wait for them to leave.
    C. Yawn.
    D. Tell them you have had a good evening but suggest that you would like to call it a night.

23. You are at a lecture with a friend and the speaker makes a statement that you believe is completely erroneous. You have the facts at hand with which you can disprove his statement.

A. Say nothing to the speaker, but remark to your friend that the statement is erroneous.
B. Present your views during the question and answer period.
C. Immediately raise your hand and attempt to correct his false statement.
D. Say nothing to the speaker or your friend.

24. A friend of yours has suggested that you read a book that she said was "wonderful". You read the book and find it one of the most boring books you have ever read. The next day at lunch your friend asks you what you think of the book.

A. Tell her the book was "all right".
B. Tell her you did not really care for the book and ask what she liked about it.
C. Tell her you haven't finished it yet.
D. Tell her you hated it and there's no accounting for taste.

25. You are watching television with a friend when you find out that a prominent national figure whom you respect very much has died of a stroke.

A. Express your sincere feelings of sadness to your friend.
B. Irately proclaim the unfairness of his/her death.
C. Talk about him/her in an unemotional, uninvolved manner.
D. Say nothing and attempt to hold back your emotions.

26. Your boy/girl friend buys you a new pair of gloves for your birthday. They fit well, but you don't care for the style. She/he offers to take them back if they don't fit or if you don't care for the style.

A. Say nothing and wear them only rarely.
B. Thank her/him but suggest that you don't care for the style.
C. Wear them and say nothing.
D. Say, "I would think that by now you would have a better idea of what I like!"

27. A policeman forbids you from entering premises which you are fully, in fact, entitled to enter.

A. Tell him he's incompetent and attempt to enter in spite of him.
B. Attempt calmly to persuade him that you have a right to enter.
C. Attempt to find an alternative way of entering the premises.
D. Obey the policeman without argument.

28. An older and respected relative of yours pays you a visit. However, she makes several statements regarding racial issues with which you strongly disagree.

    A. Indicate your strong disagreement.
    B. Present alternative arguments in a tactful and pleasant manner, indicating they are your own opinions.
    C. Mildly agree with her views.
    D. Change the subject.

29. A professor asks for volunteers in a class to do some extra research on a topic to be discussed in class the next week, which sounds extremely interesting to you.

    A. I would say, "Let Carol do it because she does such a thorough job."
    B. I would not say anything.
    C. I would volunteer in class if I had time.
    D. I would look interested and hope the professor drafted me.

30. While sitting in a class, taking a test, a student wrongly accuses you of cheating.

    A. Tell him he's crazy and indignantly leave the room.
    B. Calmly but vigorously deny it.
    C. Ignore him but ask to retake the exam right after class.
    D. Say nothing.

31. Privately, your boy/girl friend says something to you which makes you feel very warmly towards him/her.

    A. Just smile.
    B. Put your arm around him/her and tell him/her how much you care for him/her.
    C. Let the moment go by.
    D. Tell him/her that he/she is the greatest person in the world.

32. You have a close friend of your own sex who phones you often just to chat. One evening, while rushing to get ready for a date, your friend phones you.

    A. Say, "I'd love to talk, but I'm in a hurry getting ready for a date now. May I call you back tomorrow?"
    B. Say, "You're always phoning when I'm busy. I can't talk to you right now."
    C. Talk a few minutes, then hang up.
    D. Say nothing and just let your friend talk.

33. You have made arrangements to meet a friend (of your own sex) at the movies. She/he does not show up. The next day you meet your friend after class.

A. Angrily demand an immediate explanation of why he/she did not show up.
B. Ask what happened.
C. Tell him/her it was all right because you didn't go either.
D. Avoid talking to him/her at all.

34. Your parents have returned home from a long vacation. One evening they show you slides of their trip. After two hours you feel you have seen enough slides for one evening.

A. Pretend to act interested through the remaining slides.
B. Just get up and leave the room.
C. Begin to yawn and act extremely tired.
D. Indicate you are tired and would like to see the rest of the slides at a later date.

35. A student in class has done a particularly good job in a class speech or presentation. You run into her while shopping the next day.

A. Tell her she did a fine job.
B. Tell her how her speeches are the best in the class and she is so intelligent and creative.
C. Indicate that your speeches are so much poorer than hers.
D. Avoid talking to her because you feel inferior.

36. A member of your class continually asks irrelevant questions in class, thereby using up time that might be better spent.

A. After class ask the student to please confine his questions to the topics being discussed in class.
B. Complain about it to your classmates.
C. Laugh at the student's questions in class.
D. Grumble to yourself but do nothing else.

37. A friend buys you an article of clothing that you would wear but is somewhat too large for you.

A. Try to guess where it was purchased so that you can get it altered.
B. Tell your friend you don't like it and ask him to give you money instead.
C. Thank your friend and wear it anyway.
D. Indicate that you like it but it is too large and you'd like it exchanged.

38. For several days in a row you notice an attractive looking person of the opposite sex sitting alone on a bench by the mall near where your class gets out. You would like to meet this person.

A. Walk over and sit on the bench without saying anything.
B. Walk over and ask him/her to go to lunch with you.
C. Forget about the person.
D. Walk over and sit on the bench and attempt to start a conversation.

39. Your steady girl/boy friend whom you care for very much has just visited you and tells you she/he does not want to see you any longer.

A. Say, "I'm glad I found out what kind of a person you really are before it's too late."
B. Say, "I feel really hurt."
C. Pretend you're not too hurt.
D. Say nothing at all.

40. You are watching a movie and the lady in the seat behind you keeps telling her friend what will happen next. It is impossible for you to keep from hearing her.

A. Move to another seat.
B. Concentrate harder on the movie.
C. Report her to the usher.
D. Ask her to please keep quiet during the movie.

APPENDIX B

Examples of Contracts

Major Contracts (written)

1. I, Janet Smith, would like to do the following things by the end of this group:

    1. Ask my roommate to help with the dishes

    2. Volunteer for class projects

    3. Meet new people in my classes

    4. Invite friends to do things with me rather than wait for invitations.

2. I, John Doe, would like to improve in the following ways:

    1. Become more assertive with women

    2. Feel less self-conscious initiating conversations

    3. Respond assertively when being evaluated.

3. I, Eleanor Rigby, want to be assertive in the following situations:

    1. With my husband and children in controlling my time

    2. With my doctor in receiving complete information

    3. With my neighbors in refusing to lend valuable things

    4. In expressing anger.

Weekly Contracts (verbal)

1. I will have a talk with my roommate and tell her how I feel about the dishes.

2. I will extend three invitations within the next two weeks.

3. This week, I will greet the women I pass on campus.

4. I will discuss my evaluation with my supervisor and tell her about the places I disagree.

5. I will ask my doctor to explain my condition and describe the medication process.

6. I will refuse to loan my car when I'm asked to do so.

APPENDIX C

Videotaped Stimulus Films

Development

Since these scenes were first going to be used only for women, women at the Women's Center in Carbondale, Illinois were asked to complete an assertion questionnaire. The questionnaire asked women to list situations in which they could be assertive and situations in which they found it difficult to be assertive. For each category, space was provided for 10 situations. In addition, women were asked to put their age and whether they were a student or non-student on the questionnaire.

Seventeen questionnaires were returned. The respondants listed from two to thirteen situations in which they found assertion difficult. Eleven respondants were students, four were non-students, and two were not coded. The age of the respondants ranged from 21 to 50. The mean age was 29 years. From the questionnaires a list of all difficult situations was compiled. A frequency count revealed thirteen situations which occurred more than twice. These situations in which respondants found assertion difficult were: 1) with men; 2) with older people; 3) with women in social situations; 4) with selling self to new acquaintances and prospective employers; 5) with saying "no" to a favor;

[1]This work was stimulated in part by the assertive films developed by Dr. Pat Jacubowski-Spector at the University of Missouri, St. Louis, Mo.

6) in classes; 7) with in-laws; 8) in interviews with doctors after an examination; 9) in returning defective merchandise; 10) in public meetings; 11) large groups; 12) in asking men out; and 13) when around aggressive people. These situations provided bountiful material with which to construct scenes. There were, however, limitations due to time, actors available, scenes which could easily be videotaped, and scenes which lended themselves to being stimulus situations for assertion.

Using the data from the questionnaire and from personal and friends' experiences, sixteen scenes were constructed. Briefly these scenes were: refusing a request to get together; responding to a criticism[2]; expressing feelings of gratitude[2]; refusing to lend your school notes, your car, or your new sweater; an interview with a doctor; interrupting a conversation; handling an angry assertion; responding to a compliment; asking a favor; responding to an assertive request; a job interview; and responding to your mother's request to stop seeing someone you like.

The scenes were typed on separate sheets of paper along with a space for a written response and three scales. Each subject was asked to rate (1) how confident she was of her response, (2) how satisfied she was with her response, and (3) how anxious that situation made her feel on a 1 to

[2]This scene was adopted from: Naffziger-Brown, Nancy. Women in small groups: An examination of the effects of integrative, expressive, and instrumental group experiences. Dissertation Prospectus, Southern Illinois University at Carbondale.

10 scale, with 10 being extremely confident, satisfied, or not anxious. These scenes were then handed out to eleven civil service staff (all women) of the Counseling Center and Student Services at Southern Illinois University. The women were instructed to imagine themselves present in the situations as vividly as possible, to respond with what they would say in that situation, and to rate their feelings on the scales.

These responses were then scored as either assertive or non-assertive. The nine scenes having the highest number of non-assertive responses were selected for filming. However, the civil service staff were very assertive. The number of non-assertive responses per person ranged from 0 to 6. Six people responded non-assertively in two of the chosen scenes, four people responded non-assertively in three of the scenes, three people responded non-assertively in two of the scenes, two responded non-assertively in one of the scenes, and only one person responded non-assertively in one scene.

Further data were gathered on the scenes. The scenes were given to women in a weight control group (N=12) and to both men and women in an assertive training group (N=5). By this time, more men than women were applying for assertive training, so it was decided to make the films applicable to either sex. For these latter two groups, a fourth scale was added: "How difficult was it for you to be assertive in this situation." The scale values ranged from 1 to 10.

A 10 response indicated the person experienced no difficulty responding in the situation.

After filming had begun, it was decided that 12 scenes would be needed altogether. Therefore, three additional scenes were needed. Two of the three were needed to emphasize the expression of positive feelings. Thus, three more scenes (3, 9, and 10) were developed. Only one, Scene 10, was done in time to get data on its difficulty. This scene was given to members of the assertive group for responses and ratings. The scale means for the 12 scenes are reported in Table 6.

The scenes were filmed by the authors, using Counseling Center staff and student workers for actors and actresses.

Content

The content of the twelve scenes is mainly aimed at college students who comprise the majority of clients at the Counseling Center at Southern Illinois University at Carbondale. Since as many men as women have applied for assertive training, the scenes are applicable to either sex. The content areas covered are: refusing a request to get together, ending a conversation, refusing unreasonalbe requests, responding to criticism, standing up for your rights, and giving and receiving positive feedback. The people involved in the scenes include friends, neighbors, family, roommates, and co-workers.

Table 6. Means for the twelve scenes on the four scales of confidence (C), satisfaction (S), anxiety (A), and difficulty (D). Scale values range from 1 (no confidence, very displeased, panic, and extreme difficulty) to 10 (highest level confidence, highest level satisfaction, highest level comfort, and no difficulty). The percentage of people responding non-assertively (% NA) is also reported for the three groups.

	Assertive Group N = 5					Civil Service Group N = 11					Weight Control Group N = 12				
	C	S	A	D	% NA	C	S	A	D	% NA	C	S	A	D	% NA
Scene 1	7.8	6.6	6.4	6.2	0%	9.4	9.1	7.6		.9%	9.6	9.5	9.1	8.9	33%
Scene 2	4.4	2.6	2.8	4.0	60%	7.8	6.6	4.2		36%	8.8	7.6	6.7	7.7	60%
Scene 3	4.4	3.8	3.2	3.6	60%										
Scene 4	4.4	3.0	3.6	4.0	80%	8.3	7.5	7.0		54%	8.6	8.0	8.0	7.0	75%
Scene 5	5.6	5.2	4.7	4.2	60%	8.5	8.2	7.4		36%	9.3	9.0	9.3	9.0	67%
Scene 6	6.0	5.0	3.6	3.4	40%	9.4	8.0	7.8		27%	9.4	9.2	8.7	9.0	33%
Scene 7	6.2	4.0	5.6	6.2	80%	8.4	7.1	7.5		27%	8.6	8.0	8.0	7.6	67%
Scene 8	4.6	4.2	2.8	3.6	67%	8.6	8.7	8.2		36%	9.0	8.6	8.9	8.8	50%
Scene 9															
Scene 10															
Scene 11	6.2	4.8	4.2	3.6	40%	8.3	7.5	6.4		20%	8.8	8.2	7.9	8.2	75%
Scene 12	5.4	3.8	3.4	3.2	100%	7.3	6.8	6.4		54%	9.5	9.1	8.0	8.4	50%

Format

Each scene is taped in a separate 10-minute videotape cassette. This allows maximum flexibility in presentation. Each scene can be located, played and replayed with a minimum of difficulty. Since each tape is separate, their order can be rearranged if such rearrangement would better suit the needs of the group. Finally, because the scenes are separate, additional scenes can be made and added to or substituted for the existing scenes to accommodate various group populations.

Before each scene, the listener is given a set on how they feel about the situation or person. This insures the necessity of certain assertive responses.

Each scene begins with a speaker initiating the interaction. Since members of the group are to imagine themselves in the situation and respond as if it were actually happening to them, each scene is presented as if the speaker were talking directly to the viewer. The focus remains at all times on the speaker.

For all scenes, there is a response given. The response is heard while the focus remains on the initiator of the scene. Between each stimulus and response, there is a sufficient pause to allow the tape to be turned off. This was done to allow the leader to turn off the scene before or after the reply is heard. The pauses allow flexibility in how the facilitator wishes to use the tape. It can be played segment by segment or all together.

Hierarchy

In addition to an assertive response, there are a variety of outcomes presented in the twelve scenes. For the outcomes, the scenes are divided in pairs with each pair presenting a different outcome to the assertion. The outcomes increase in their difficulty, i.e. neutral, positive, negative, escalation.

Since one of the first problems a person receiving assertive training faces is coming up with an assertive response, the first pair of scenes presents only a stimulus response sequence. This gives members a chance to focus on assertive replies under neutral conditions, i.e., without regard to outcome.

The second pair of scenes begin showing outcomes to assertive replies. In the second pair of scenes, a scene is initiated, an assertive reply is heard, and the initiator is seen and heard responding positively. This was done to have members receive positive reinforcement for responding assertively.

Other possible responses to assertion can occur. Two are a negative outcome and an escalation. The third pair of scenes presents a negative outcome after the assertion. By this is meant a situation where the initiator responds with negative affect such as anger or passive aggression and cuts off the communication with the person asserting himself. It is important for people receiving assertive training to realize that although rare, such responses can occur and to be prepared for them. In addition, these

vignettes can be used to explore how such a response, which is often feared, makes the person feel and what kinds of things he tells himself after receiving such a response. The scenes can help the person realize that such a response is not necessarily a result of an inadequate assertion, but can be a reflection of the other person's assertive problems.

The fourth pair of scenes deals with escalations, i.e., when the initiator ignores the assertion and continues behaving in a way which violates the person's rights. The scene is escalated after the first assertion and then a second assertion is heard.

The last two pairs of scenes deal with somewhat different assertive situations. Frequently people think of assertive problems in terms of standing up for their rights when they are violated, or initiating some assertive behavior such as asking a question. Another assertive problem involves receiving and replying to assertions of positive feelings of warmth, like, respect, and caring. Just as asserting negative feelings such as anger can be difficult, so can the expression of positive feelings. Many people find such situations uncomfortable and react by discounting or changing the subject. These scenes are designed to give group members practice responding assertively to expressions of positive feelings.

A somewhat different problem is handling a situation where the other person assertively asks you to do something

you do not want to do. The question here is, can the person maintain his assertiveness in an interaction with another assertive person. The first of these scenes is a good example of this. The second combines assertiveness and anger and is somewhat more difficult.

Stimulus Film Situations

Scene 1 -- Assertive response: "Friend stops you and wants to talk while you are on your way to class."

Scene 2 -- Assertive refusal: "A guy you do not want to date asks you out."

Scene 3 -- Assertive refusal with positive outcome: "A friend asks you to cheat on a test."

Scene 4 -- Assertive refusal with positive outcome: "Friend asks to borrow your new sweater."

Scene 5 -- Assertive response with negative outcome: "Aunt criticizes your new dress."

Scene 6 -- Assertive refusal with negative outcome: "Friend asks to borrow your car."

Scene 7 -- Assertive response in an escalated situation: "Mom asks you to stop seeing a friend."

Scene 8 -- Assertive response in an escalated situation: "Employer interviews you for a job."

Scene 9 -- Assertive reply to a compliment: "Guy tells you how good it was to work with you."

Scene 10-- Assertive reply to appreciation: "Girl tells you how much you helped her out and how she appreciates it."

Scene 11-- Assertive response to an assertive person with positive outcome: "Man tells you your dog is messing up his yard."

Scene 12 -- Assertive response to an assertive person with positive outcome: "Roommate tells you your room is too messy and asks you to clean up your stuff."

The scenes provide not only a stimulus situation for assertive training, but a model of possible responses and outcomes. Their format makes them convenient and easy to manipulate. The tapes can be used for experience building and to stimulate descussion in the group.

Scripts of Film Situations

Scene 1

You are hurrying to class. Since today is quiz day, you want to be there early. Suddenly you hear an old friend call:

> Hey, wait! I haven't seen you in so long! You know, you are really looking good! I was talking to Bob about you the other night. We were trying to find out what happened to you. You know, I thought maybe you'd moved.

(Pause)

Reply:

> No, I'm still in the same place, but listen--I've really got to run right now. I have a quiz in just a few minutes. Why don't you give me your number. I'll call you tonight.

Scene 2

You are walking across campus and you see a guy approaching you who you know and who was at the same party you were last night. You know he wants to go out with you, but you do not want to go out with him. He says:

> Hi, how are you? Did you enjoy the party last night? I left kind of

early. A bunch of us decided to go uptown and mess around. I looked for you to see if you wanted to come along, but I couldn't find you. How about getting together this weekend?

(Pause)

Reply:

I'm sorry, but I don't think so. Thanks anyway.

Scene 3

You are standing outside the classroom waiting for the previous class to be over when suddenly a guy you've become fairly good friends with comes up. He says:

Hey, man, how are you doing? Are you ready for this test?

You reply:

Yeh, I know the stuff pretty good.

He continues:

Man, I'm not. I had these two projects I had to do last night. I didn't get anything done. I hardly wasn't able to study...I wonder if you could help me out...if I could look on your test...he'll never see us do that.

(Pause)

Reply:

I really don't feel right about that. I'd rather not. I hope you understand.

Outcome:

Yeh, it's no problem. I should have had those projects done sooner anyway I guess.

Scene 4

When you come home you find your roommate looking in the mirror. She is excited over a new pair of slacks she has just bought. You are pleased because she is always borrowing yours and returning them soiled and crushed. You hope this will be an end to some of the borrowing. She says:

> Wow, aren't my new slacks nice! I just love them. I guess I could wear that blouse my mother sent me in the mail, but you know what would really look nice?...That new sweater you just bought. Do you think I could wear that tonight?

(Pause)

Reply:

> Gosh, I haven't had a chance to wear that new sweater yet myself. I'd rather not lend it out.

Outcome:

> Gee, that's okay. No harm in asking.

Scene 5

You are going out. As you get ready to leave, you pass your aunt who has always been critical of you. She says:

> Going out? Surely you're not going to wear that? Don't you have something nice to wear?

(Pause)

Reply:

> Gosh, I like this outfit. I think I look pretty nice.

Outcome:

> Well, we all have our own ideas.

Scene 6

Your parents bought you a new car for Christmas and asked you not to let anyone else drive it. You agreed and don't want anyone else driving it. You are studying for tomorrow's test, when a friend sticks his head in the door and says:

> Say, since you are going to be busy tonight and you are not going to use your car, how about letting Bob and I use it to go uptown?

(Pause)

Reply:

> No, I don't want anyone driving my car but me. I hope you understand.

Outcome:

> Well, if that's the way you feel about it. Thanks!

Scene 7

You are home for a week and your mother comes into your room for a talk. She says:

> I heard you've been seeing Bill again. How come? You know how your father and I feel about him. He's clearly unsuitable for you. You're just going to have to cut it off.

(Pause)

Reply:

> I'm sorry you feel that way, Mom. I like Bill and we have a lot of fun together. I really don't understand your objections. Maybe Dad and you and I could sit down and talk it over.

Escalation:

> There's nothing to talk about. He's clearly unsuitable for you and I really don't see why you are defying us like this.

(Pause)

Reply:

Gosh, Mom, I don't mean to defy you. I don't want to stop seeing Bill, especially because I see nothing wrong with him. I really don't understand your objections. Perhaps if I did I'd be more willing to agree with you. Couldn't we sit down and talk about it?

Scene 8

You've been looking for a part-time job--about 15 hours a week. You want something with variety. You answer an ad in the newspaper and are in the manager's office being interviewed. He says:

Hello. I understand that you are looking for part-time work. I'd like to tell you a little something about our position and that is, that it will require about 20 hours of work per week. In the beginning, you'll find that the position will be a little bit on the routine side. For example, I'll ask you to stuff envelopes and clerical tasks like that. If you are here for awhile and you do a good job and prove out, then I will add to your responsibilities. The salary for starting is $1.30 an hour and I realize that that's a little bit low...but...if that creates a problem for you, then we can talk about that. When can you start?

(Pause)

Reply:

Well...I can start next week, but the job you described isn't exactly what I've been looking for. I wanted to work only 15 hours a week and I was hoping to get a $1.50 an hour. Do you think we can work something out?

Escalation:

> Hmm, well, I'll tell you what. Why don't you start on Monday and then later on in the week--Thursday or Friday--see if you can find me and we can talk about those sorts of things.

(Pause)

Reply:

> Well, I'd rather get something settled before I start. Can we do our negotiating now?

Scene 9

You admire and have grown quite fond of a guy you've worked with this year. You don't think he has taken much notice of you, though. One day at work, he says:

> There's something I've wanted to tell you for a long time. Working with you this year has been great. No kidding. You've been fantastic to be around. It wouldn't have been half the fun without you.

(Pause)

Reply:

> Gee, that makes me feel great because I feel the same way about you. I've really enjoyed working with you this year.

Scene 10

A girl who you think is a great person wants to thank you for a favor you did her. She says:

> I want to tell you how much you did for me yesterday helped me out. Honestly, if you hadn't come along when you did, I don't know what I would have done.

(Pause)

Reply:

I'm glad to know that. I really care about you. I don't like to see you in a jam.

Scene 11

Your neighbor stops you one morning and says:

Say, I wanted to talk to you about your dog. He keeps coming into my yard and I have to clean up the messes he leaves. I certainly would appreciate it if you could keep him tied up.

(Pause)

Reply:

I'm sorry he's gotten into your yard again. I'd rather not tie him up. I tell you what. I'll watch him more closely and if he does mess, I'll clean it up.

Scene 12

You are sitting on your bed reading. The room is really messy--most of it yours. You haven't felt like picking up lately and it's been getting worse. You hear your roommate coming in. She says angrily:

Hey, look. This room is really a mess. I can't even sit down. Can't you even at least pick up your own things...on your half. I mean, it's really unfair to me. I feel I'm doing all the work in this room. Can't you learn to be a little neater?

(Pause)

Reply:

You're right, I really haven't been doing my share. Look, I'm willing

to pick up my things, but I don't think I should be expected to live up to your standards of neatness. You know, I'm just not as conscientious as you are. But look, maybe we can work out a compromise.

Outcome:

O.K. Yeh, I'm sorry I blew up. Let's work something out.